DOCUMENT RESUME

ED 335 038 IR 053 639

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TITLE The Toy Lending Library.
INSTITUTION Wisconsin Univ., Oshkosh.
PUB DATE May 77
NOTE 94p.; Seminar paper, Master's degree requirement, University of Wisconsin-Oshkosh.
PUB TYPE Dissertations/Theses - Undetermined (040) -- Tests/Evaluation Instruments (160)

EDRS PRICE MF01/PC04 Plus Postage.
DESCRIPTORS Childhood Needs; *Childrens Libraries; Educational Games; *Games; Instructional Materials; Library Planning; *Library Services; Library Surveys; *Play; Public Libraries; Questionnaires; *Toys; *Young Children

ABSTRACT

This paper explores the concept of toy lending libraries. The first six chapters discuss: (1) the history of toy lending libraries; (2) the values and purposes of using games and toys with children; (2) the contribution of games and toys to the goals of a children's services library division; (3) examples of toy lending service in public libraries; (4) factors to be considered before establishing such a library (i.e., toy selection criteria, and how to acquire, process, store, and circulate toys); (5) how to establish a toy lending library; and (6) the parent/child toy lending library which teaches parents how to support the development of a child's healthy self-concept, understand the selection criteria for toys and implement accompanying learning activities, and realize the concept orientation of the toys. Examples and descriptions of eight basic toys and eight loaner toys are also presented. The seventh chapter presents a summary and concludes that toys and games are other forms of material which can be recreational and educational in nature, thus adding another dimension to the educational services of a public library. Six appendixes include: (1) a selected listing of producers and distributors; (2) examples of toys for ages 3 to 5 which strengthen large muscles, stretch the mind, are useful for pretending, and release feelings; (3) the toy lending library questionnaire; (4) a list of the toys at one Wisconsin library; (5) examples of catalog cards used at a North Carolina library; and (6) a sample of a toy lending sheet. (60 references) (MAB)

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# THE TOY LENDING LIBRARY

by

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A Seminar Paper Submitted
in Partial Fulfillment of the Requirements
for the Degree of

Master of Arts

Library Science

at

University of Wisconsin-Oshkosh
Oshkosh, WI 54901

May 1977

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# INTRODUCTION

Since the 1800s, children's services in public libraries have become more important as well as better suited to the needs of the child. Along with the growth and development of public libraries, came the development of children's rooms or departments. Historically, there were three basic types of libraries which made books accessible to children: the Sunday school library, the subscription library, and the special library for youth. These libraries laid the foundations for the children's department in today's public libraries.

During the 1800s, Sunday school libraries flourished as a means of keeping the child-worker off the streets on his day off and as a means of education. These Sunday school libraries set the precedent for free loan of books to children. Another type of library that lent books to children was the social or subscription library. To check books out from the social or subscription library, however, cost the child, or, more realistically, his parents, money.

Individuals who, having become successful, remembered their desire for books as youths established the third type of library that was of importance in the development of a children's department in a public library. One of the best

known was the Bingham Library for Youth, which was established in 1803 in Salisbury, Connecticut by Caleb Bingham. This library was important not only in the development of a children's department, but also in the public library movement. It was the first public library to which a municipal governing body contributed financial support. Despite this contribution to the public library movement, the leaders of the movement still did not make the children's department an integral part of their planning efforts.

It was not until the public school system, which had taken shape by 1850, helped to increase the level of literacy among children that public libraries became concerned about the need of children for books after school hours. Services to children grew rapidly, and the decade from 1890 to 1900 showed the opening of children's rcoms in a number of cities.

Children's services have historically been seen as going through three stages. In the first, libraries began to realize the need for doing something for the child. This idea found expression during the second stage in the planning of separate quarters for the child. This stage became known as "the era of the children's room." Finally, in large libraries, it became necessary to coordinate services and administration, so the children's department came into being. Along with this physical development of the children's department, came an intense look at the "total" child.

Most libraries no longer consider themselves as a place where a child can borrow a book only. Many libraries are trying to serve the whole child. Libraries are offering more than just the printed page--they are offering a wide assortment of media materials.

This idea of serving the whole child has become a part of the objectives of public library service to children in the last few decades and has added new dimensions in services to children. One of the newest dimensions in services to children, is the provision of toys and games for borrowing and in-library use.

This paper will explore the purposes and values of using games and toys with children, as well as show whether or not toys and games fit into the overall goals and objectives of a public library's children's department. It will examine the programs and collections of toy-lending libraries.

# CHAPTER I

## VALUES AND PURPOSES OF USING GAMES AND TOYS WITH CHILDREN

The use of toys and games, or engaging in play activity, is of great importance in the development of the child.

> Recent studies by eminent psychologists and educational researchers indicate that by eight years of age--the end of the most intense period of play--a child's personality, character, creativity, and academic motivation are 80 percent accomplished, that the subsequent years enlarge the content but often do little to increase personal commitment or interest in learning.[1]

Many educators and others who deal with children are, therefore, exploring more fully the idea that play is not only valid, but also of great significance in human development.

Play is a difficult term to define. For many centuries play carried with it connotations of idle and unproductive activity. "Work consisted of what a body was obliged to do, and play consisted of what a body was not obliged to do."[2] Learning has often been looked upon as work and therefore, the term has taken on negative connotations. Today, with more and more study being done on the value of play, it has

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[1] Frank and Theresa Caplan, The Power of Play (Garden City, N.J.: Doubleday, 1973), p. xix.

[2] Harlan and Ruth Hansen, "Children Need Playtime," Instructor 82 (December 1972): 45.

become less thought of as being opposed to work.

> Play makes up a vital part of a child's total development, a way to learn about the world and one's place in it. Play provides opportunities for trying on new roles, testing the limits of one's actions, learning how to get along with others, and freely expressing one's feelings. While, as adults, we tend to dismiss play as a carefree, mindless pastime, to a child it can be a serious undertaking, involving much thought and determination.[3]

Today, more and more people are defining play in terms which are farther and farther away from the old connotations of its being an idle activity.

Although educators do not universally agree upon the positive value of play, or even upon its definition, there are five essential characteristics of play upon which there seems to be agreement. Play is viewed as an activity, not just idleness. Play evokes interest. Loafing, as idle activity, is not considered play because there is no interest aroused by loafing. Play may include almost any type of activity--mental, sensory, or neuromuscular. It is not confined to any one form. Play interests the player and absorbs his attention. These characteristics are seen as values for education. The attitude of the participant determines whether or not an activity can be considered as play. No one activity, therefore, is always necessarily a play activity. The acceptance of an activity as play depends on the person's

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[3]Faith H. Hektoen and Jeanne R. Rinehart, eds., Toys To Go: A Guide to the Use of Realia in Public Libraries (Chicago: American Library Association, 1976), p. 5.

attitude towards it and the conditions under which the activity is taking place. There is not full agreement concerning the nature of the attitude, which is necessary in order for an activity to be called "play." More and more people, however, are agreeing that an essential characteristic of play is an attitude of satisfaction in the activity itself.[4]

Toys and games are the instruments children use to play. A toy has been defined as "an article constructed for the amusement of children."[5] Games have also had a similar connotation. But just as the term "play" has widened in definition in the past few years, so have the terms "toys" and "games." In fact, according to Lou Isbell, toys and games "are tools of play that keep the child developing and learning."[6] The use of toys and games, or engaging in play activity, helps a child to develop in five basic ways. It assists in his motor development, personality growth, the development of social concepts, and the development of learning and of creativity. In addition, toys and games also help answer some of the basic needs of a child.

Toys and games are tools for motor development and body building for the young child. One of the prime aspects

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[4]Elmer D. Mitchell, The Theory of Play (New York: A. S. Barnes and Company, 1934), p. 104.

[5]Funk and Wagnall's New Standard Dictionary of the English Language (New York: Funk and Wagnall, 1964), s.v. "Toy."

[6]Lou Isbell, Toys: Tools for Growth (Columbia, Mo.: University of Missouri, n.d.), p. 3.

of play is physical activity. Through the physical activity a child is able to develop many parts of his body. "Each age level needs to have its appropriate physical equipment and challenges so children can affirm their confidence in themselves while fully developing all of their body skills."[7] Toys and games provide this physical equipment by which children are able to practice their motor skills and develop their bodies in many ways. One of the major parts of the body which toys and games help to develop are the large muscles. Toys and games can induce vigorous play in a child and this play in turn exercises the large muscles. "Big muscle activity stimulates growth and consequently play is an absolute essential to the growing child."[8] Other types of games and toys give finer, more delicate muscles a chance to work and strengthen. Puzzles and most small building materials require that a child use his fingers and other more delicate bones to complete the project. The physical manipulation of many games and toys can help a child develop the hand-eye coordination which is essential for almost any type of motor activity.

One example of a toy that helps a child to develop his body and motor skills is a set of blocks. "Handling blocks in a creative and meaningful construction, from the simplest

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[7]Caplan, Power of Play, p. 20.

[8]Ibid., p. 223.

pile of units to the complexities of cantiles and intricate balance, asks an increasing development of large and small motor coordination, and sensitive hand-eye integrations."[9] By manipulating toys and games in various ways, children find their own means of building the strength they need. "There is increasing research evidence that difficulties in academic learning are often attributable to failure in the mastery of early body-space relationship learning."[10] For this reason and because motor development is important to the health of a child, children should be given, at an early age, toys and games which help them develop motor skills.

Toys and games can help a child develop by facilitating the development of his self concept. "The integration of a child's personality is a gradual, complex process. It is the end product of all his play and living experiences."[11] Toys and games, therefore, play a powerful role in the development of a child's personality. Self-confidence and will power--prime aspects of a child's personality--can be developed through play. By manipulating toys and games over and over again, a child gains skills in mastering them. With this skill comes a sense of personal worth and success which in turn builds self-confidence.

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[9]Sally Cartwright, "Blocks and Learning," Young Children 29 (March 1974): 143.

[10]Caplan, Power of Play, p. 24.

[11]Ibid., p. 28.

Play allows a child to progress at his own rate. As a child progresses and handles well the situations which toys and games present to him, he comes to feel more and more powerful. "Play, like nothing else, affords the child a sense of real freedom, control, and mastery."[12] By playing with toys and games, a child learns that he can affect his environment by manipulating it. The everyday world is too large for the child; he can feel no sense of mastery or even influence it. Make-believe play, therefore, becomes important to a child. In his play he can maneuver his toys and will develop a feeling for his own powers.

The third manner in which toys and games can aid a child is by helping him develop social concepts. A child learns a great deal about himself when he plays. "It is the function of play to protect each child's egocentric world against forced accommodation to everyday reality."[13] Play, therefore, has a very important ego-building power for children. As the late Lawrence Kelso Frank wrote in the Journal of Orthopsychiatry: "Play is the finest form of education because it is essentially personality development, whereby the individual organism becomes a human being willing to live in a social order and in a symbolic cultural world."[14]

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[12]Ibid., p. 37.

[13]Ibid., p. 42.

[14]Ibid., p. 36.

Children playing together with toys and games are also developing social concepts which are important to them throughout their lives. The first ten years of life offer more opportunities than any other period for practice in social living. Recent animal research such as that done by Harry F. Harlow in 1962 and by Dr. Mark R. Rosenzwerg in 1972, indicate that social play is essential in the development of healthy, normal animals. The authors suggest that the same or similar results could hold true for humans. It has been found that play helps a child to develop social competence in many ways. Friendships can be stimulated by toys and games. Sharing a toy or game causes children to feel more responsive to each other and, thus, can talk more easily. Games and toys also teach children another very important social concept--consideration. When playing a game, a child learns that he must be considerate of his playmates.

One of the most important aspects of social competency which play helps develop, is that of learning to relate to other people and the world. A child discovers through group play how others think and feel about themselves and about him. "The play group is a child's introduction to a group that appraises him as a child, from a child's point of view, and teaches him rules of conduct from the same viewpoint."[15] In order to relate to other people in group play, a child

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[15]Ibid., p. 77.

must be able to communicate in some way with them. Language, therefore, becomes very important and the child often learns to communicate more quickly in a group play situation. Games and toys help bring children together, providing the setting for the development of the child's social concept.

Not least among the values of toys and games for children are the many ways those play activities promote rapid learning. "Play is the natural way a child learns. It is the way he learns to concentrate, to exercise his imagination, to try out ideas, to practice grownup behavior, and to develop a sense of control over his world."[16] Yet, it is still common practice in American schools for the child entering first grade to leave behind most of his kindergarten play and concentrate on curriculum work. Psychologists and educators, such as Grace Langdon, have discovered that

> children often learn more readily during play periods than during times of formal instruction. Play to the child is a living experience. He puts himself into it wholeheartedly. He becomes absorbed in it. He gives his attention to it. He is living what he is doing. What he does becomes part of him. He learns.[17]

Play, or the use of toys and games, helps foster learning and intellectual development in a variety of ways. By playing with toys and games a child learns to use his language

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[16]Jean Marzolla and Janice Lloyd, Learning through Play (New York: Harper and Row, 1972), pp. 2-3.

[17]Grace Langdon, "Play Learning Interests of Children," Instructor 79 (December 1969): 41.

more effectively and imaginatively. The child often talks to himself as he plays, producing sounds to fit the toy or game he is using, thus increasing his repertoire of sounds. Games played with other children also help a child to learn language. The child learns that to play well with others he must communicate well. Frank and Theresa Caplan, authors of The Power of Play, maintain that children who have had an opportunity to use toys and games will be better prepared for reading and elocution skills taught later in school.

Toys and games also help a child develop relationship thinking. There are many toys which demonstrate a one-to-one correspondence or that encourage eye-hand coordination. These toys help a child see what relationship the things around him have to one another, as well as explaining what a one-to-one relationship is, a concept which is important in mathematics courses.

Experience or self discovery is another significant factor of learning which is aided by play. As the Caplans observed: "I hear and I forget. I see and I remember. I do and I understand."[18] This same philosophy, that children learn by doing, is a major principle accepted by those who believe that the use of toys and games is important to the development of children. Before a child can handle abstract concepts he must first have experienced concrete things. The

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[18]Caplan, Power of Play, p. 127.

manipulation of toys and games, therefore, gives a child some concrete facts from which abstract ideas may grow. These abstract ideas are then the bases of many subjects, such as mathematics and science. Through play the child learns a wide variety of things, many of which will be useful in formal education. Play provides a minimum of risk and few penalties for mistakes; therefore, the child can learn by experimenting with his world in a trial and error manner.

In learning, a child usually advances through five stages, and play is a basic part of these stages: (1) First, there is a playing-around period, a somewhat groping stage during which situations are handled more or less randomly in the course of the child's explorations; (2) then follows an immediate, more structured stage of play and learning; (3) this in turn, leads to the child's promulgation of insights, accompanied by his desire to use his ideas in many different situations; (4) a wealth of concepts is established which a child can call upon at will; and (5) the concepts are then defined by words and/or symbols, and are communicated by the child in letters, numbers, and other things.[19] Play, therefore, is the basis for the learning stages, and it is a vital learning process. "Play, like nothing else, has the power to infuse learning with dynamic purpose."[20]

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[19]Ibid., p. 145.

[20]Ibid., p. 138.

Toys and games not only help a child learn, but they may also aid in the development of that elusive quality called creativity. In the research done by Frank and Theresa Caplan, they found that one of the important aspects found in creative people is the ability to play. They discovered that "to create, one must have a sense of adventure and playfulness."[21] All young children have the capacity for make-believe, and the availability of toys and games increases their ability to be creative. Toys that are unstructured and can be used in more than one way encourages a child to be creative. Play also provides the opportunity for experimentation which is essential in creativity.

The use of toys and games, or engaging in play activity, helps a child develop in many ways. Play has also been found to be instrumental in satisfying many of the basic needs of preschool children. Lyndall Zimmerman and Gloria Colovini delineated the basic needs which they found in preschool children: (1) an enriched, stimulating environment in which they can move; (2) time to explore, discover, and organize information gleaned from their excursions; (3) motivating materials to encourage active involvement in the learning process and to help them understand their environment; (4) success in a hurry; (5) play--self absorbed, socializing, imaginative role playing; (6) respect--acceptance for what they are, and approval;

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[21] Ibid., p. 149.

(7) responsible direction and challenge to do their best; (8) free choice--giving form and substance to their capacities, and practice in decision making; (9) help in determining their own behavior; and (10) a place they can call their own--secret places into which they can curl.[22] Play helps children satisfy many of these basic needs. Toys and games help to provide an enriched environment. They are often motivating materials which aid in learning. By using toys and games, a child can realize success in a hurry, and he can find direction and a challenge to do his best. Games and toys provide a child with continuous free choices. By playing games correctly a child can gain approval. Finally, play itself has been listed as one of the basic needs of preschoolers. Games and toys, therefore, not only help a child develop physically, mentally, and socially, but they also satisfy many of the child's basic needs.

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[22]Lyndall Zimmerman and Gloria Calovini, "Toys as Learning Materials for Preschool Children," Exceptional Children 37 (May 1971): 645.

## CHAPTER II

## GOALS OF CHILDREN'S SERVICES AND HOW GAMES AND TOYS CONTRIBUTE TO THESE GOALS

Children's librarians know that their primary purpose is to interest children in using materials to enhance their knowledge and abilities. The proliferations and reductions in costs of audio-visual materials have added a great variety of formats to the materials in the children's room. Sometimes flamboyant materials have been used as "lures" to get children into the library environment.

> Because children's capabilities vary and their interests change so quickly, it is recognized as good strategy to employ many means to catch these fleeting interests, the precious time, and the varying abilities of childhood. And librarians, especially children's librarians, are no longer ashamed to admit that they do use many legitimate means to acquaint young people with books as well as to read books. However, these very "lures" have intrinsic values of their own and must be considered apart from books for their own contribution in stimulating the thinking of young people.[1]

Bernice Bruner is referring to audio-visual materials in general, but this statement will also apply to toys and games. Toys and games are also "lures" that can contribute or add new dimensions to the goals of a children's department, and aid

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[1]Bernice Bruner, "Public Libraries Utilize Non-Book Activities and Materials in Work with Children," Library Trends 12 (July 1963): 71.

children in developing physically, emotionally, and socially.

According to the 1964 Standards for Children's Services in Public Libraries,

> The objectives of public library service to children are: (1) To make a wide and varied collection of books easily available; (2) To give guidance to children in their choice of books and materials; (2) To share, extend, and cultivate the enjoyment of reading as a voluntary, individual pursuit; (4) To encourage lifelong education through the use of the public library resources; (5) To help the child develop to the full his personal ability and his social understanding; and (6) To serve as a social force in the community together with other agencies concerned with the child's welfare.[2]

To each of these objectives, the inclusion of toys and games in the collection will contribute and add new dimensions.

The first objective of children's services in public libraries could justifiably be expanded by including the concept of a toy-lending collection. The objective would then read: To make a wide and varied collection of materials easily available. The addition of the word "materials," which encompasses toys and games, greatly increases the services that could be performed. This re-stated objective indicates that a wider variety of materials are to be made available to the children. Many children do not enjoy reading or may not have reading readiness; therefore, if the goal is only to provide a wide variety of books to them, a large portion of

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[2]Public Library Association, Subcommittee on Standards for Children's Services, Standards for Children's Services in Public Libraries (Chicago: American Library Association, 1964), p. 13.

them would not find learning or recreational materials available in the library. Many children come from homes which cannot afford books, toys, or games. For these young people, the library is the only place where they have available to them more of the same materials that other children can afford to buy. By having a wide diversity of materials in addition to books easily available to children, the library is contributing to the accomplishment of its goals and objectives.

The second objective of public library services to children can include toys and games, since it uses the word "materials." It states that the objective of services to children is "to give guidance to children in their choice of books and materials."[3] Librarians who know about toys and games can guide children to the right ones to fit their needs, just as they have done so often with books. Adults are interested in the toy or game which is best suited to their children. There has been much recent publicity about finding the right toy for the right child. The librarian can offer guidance not only to children but also to parents. Toys and games can help a child develop in many ways, but the child must be provided with the right toy or game at the right time.

Games and toys can also help in the realization of the third objective of children's services, which is "to share, extend, and cultivate the enjoyment of reading as a voluntary,

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[3]Ibid.

individual pursuit."[4] Toys and games aid in the accomplishment of this goal by helping prepare the child to read. A child goes through stages of learning, one of which is play. In a program in Connecticut, "it was pointed out to the young mothers that before children are ready to read, they must first develop motor skills and perceptual skills. The toys, articles, and objects these children manipulate in the realia program help them develop these skills."[5]

The fourth objective of children's services is "to encourage lifelong education through the use of public library resources."[6] Toys and games can assist the library in achieving this goal. Prior to learning how to read, a young child will usually be unable to use the children's department because it is filled only with materials, which he is too young to understand, and only the storytelling sessions have meaning for him. Having no other play alternatives available to him, the young child may, if a parent is not present, utilize the books as playthings. This action may bring down a serious reprimand from the librarian who is being placed in a position of caring for children in the absence of parents.

> Once he is scolded for playing with the books as objects. he may associate all further contact with them due to t

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[4]Ibid.

[5]Peggy Abramo, "Realia," Connecticut Libraries 15 (June 1973): 9.

[6]Public Library Association, p. 13.

> earlier unpleasant experience. Even after he has grown mature enough to appreciate the symbolic content within them, there will remain a barrier of inhibition which first must be broken down before the child and the book will be able to interact in a meaningful fashion.[7]

Children who are unable to use materials independently in a public library should be accompanied by one parent, but the children's department could have available a selection of toys and games which circulate or which could be used in the library if the child is old enough to play independently. If a young child knows there will be something pleasant for him to do when he goes to the public library, the feeling of the library "as a good place to go" may carry over into his adult life.

> Through library provision of toys and play equipment, as well as books, to the child, the child will learn to conceive of the library as a pleasurable and helpful place. As he begins to tire of toys and becomes ready for sophisticated symbolic materials, the librarian will be ready to match his growing interests and needs to the appropriate materials. However, until he reaches that point, the librarian should recognize and accept the play of the child as a valid learning experience.[8]

These materials may bring in children who have never before been interested in the library. Getting children into the library is often considered a first step, and the actual use of all the library's resources may be the result.

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[7]Carolyn Brock, "Some Aspects of Play Theory and Its Implications for Children's Library Services," Southeastern Librarian 19 (Fall 1969): 142.

[8]Ibid., p. 149.

"To help the child develop to the full his personal ability and his social understanding"[9] is the fifth objective of children's services. Books accomplish this goal by containing ideas that will help in his development. Toys and games, however, aid this development in a different way. They allow children to develop by actual experimentation and manipulation of the toys and games. Through the handling of toys and games a child is aided in his motor development. They also provide an environment which is important in the development of a child's personality and in the development of social concepts. Learning and creativity are fostered by the use of toys and games. They help a child develop to his full potential.

The child's increasing dependence on the community and its ability to provide better experimental conditions has been one of the reasons for the inclusion of the sixth objective, which is "to serve as a social force in the community together with other agencies concerned with the child's welfare."[10] This statement means that "the public library takes its place, along with other agencies, in creating a more desirable environment for the child."[11] This objective is enhanced by

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[9]Public Library Association, p. 13.

[10]Ibid.

[11]Harriet G. Long, Rich the Treasure: Public Library Service to Children (Chicago: American Library Association, 1953), p. 49.

the inclusion of toys and games. Previously the library attempted to provide this enriched environment by making available to the children a wide selection of books, which most homes were unable to provide. Now, by including toys and games and other audiovisual materials, the library will be providing an even more enriched environment. Many of the toys and games which are good for children are too expensive for each home to have. The library, therefore, could provide them, just as it now does with books. The library can also assist other agencies that deal with the welfare of the child through the provisions of toys and games which those agencies may wish to use in their work with the child.

Toys and games seem to be, or could be made to be, part of the objectives of public library service to children. Games and toys either directly contribute to the achievement of these objectives or they add new dimensions.

> Through the mechanisms of realia (which includes toys and games), today's children attain a unity, a degree of identification with the library, which yesterday's children never began to approach. The library is transformed into an entity to which they can meaningfully relate, unlike the traditional library with its too exclusive reliance on print materials.[12]

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[12]Abramo, "Realia," p. 9.

## CHAPTER III

## TOY LENDING SERVICE IN PUBLIC LIBRARIES

Toys and games have a great influence in the development of children. If parents are unable to furnish them, who should take the responsibility of making these toys and games available to the children? In the last few years, many public libraries have interpreted the objective of providing material to mean that the children's department should become a multimedia distribution center. There are two major factors which have contributed to this idea. "The factor which has had the strongest influence on the children's libraries has been the wish to turn the children's library into the child's library, into a place where he can move about on his own, and not on adult terms."[1] Added to this idea has been "the emphasis on appropriate material for preschoolers, who in many communities are served by no public institution other than the public library."[2] This idea was emphasized by the 1970 White House Conference on Children.

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[1]Sue Rostrup, "New Forms of Activities in the Danish Children's Libraries," Scandinavian Public Library Quarterly 5, No. 4 (1974): 83.

[2]Peggy Abramo, "Realia," Connecticut Libraries 15 (June 1973): 8.

The second major factor which has contributed to the expanded objectives of children's libraries has been the realization that libraries must provide a wide variety of opportunities for children to use library materials. Often "what was overlooked was the number of children with whom there was no contact and no great interest was shown in what happened to these children. Forgotten children are those who need us most."[3] As librarians became aware of the number and needs of these "forgotten" children, they created service for them. To attract the unserved child to the library, toys and games, as well as many other types of audio-visual materials, have been added to the collections of a number of children's departments. Foreign countries, too, are making the children's department a "child's" library, with an expanded set of goals and objectives.

> In the course of the past seven or eight years the children's libraries in Denmark and in other places, have been undergoing a rapid expansion. The children's library has several roles, on the one hand that of being a center for materials and agency-like activity in general and on the other hand, the role of being a place where people congregate and come to browse and enjoy the atmosphere, an environment with a number of open and non-committing activities for all children, a place where the various activities naturally complement each other and intermesh.[4]

No matter what the materials are called--toys or realia

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[3]Lis Krumback, "Children's Library--Children in Focus Children's Centre," Scandinavian Public Library Quarterly 5, No. 4 (1974): 92.

[4]Rostrup, "New Forms of Activities," p. 82.

or audio-visual materials or whatever--they are gaining popularity in today's public libraries. Projects which involve the use of toys and games have been established for a wide variety of purposes. One is to aid children in their mental, social, and physical development. Toy lending libraries have been established in many libraries because librarians have come to recognize the need children have for play. Another reason is that they help the library to accomplish its goals and objectives. A third purpose is that this addition to the collection often helps circulation and brings in new patrons. Many children are not readers. They do not, however, need to miss out on the enjoyment and learning that the library has to offer. The provision of toys and games makes it possible to interest a wide assortment of children and enrich these learning experiences. "The idea of realia is to enrich the learning experiences of preschoolers and to offer them the earliest possible exposure to what should be a lifetime of entertainment--their public library."[5] This idea of providing a pleasant and interesting introduction to the library is a purpose which many librarians give for establishing a toy lending library. Too often the library is looked upon as a storage place for books, and children do not often understand the value of these books. Games and toys help the librarian to establish in the mind of the child the idea that the

[5]Abramo, "Realia," p. 8.

library is an inviting place. Neglected or disadvantaged children, since they often lack a wide variety of learning experiences, are not prepared to enter school on the same level as their peers. "Children from environments poor in stimulation often lack their parents' support. It then becomes the librarian's job to either try to change this condition or in some other way, get the offers across to these children."[6] Toys and games readily available and offered at no charge can be one way in which the library can help all children get an equal start. To help the disadvantaged has often been the purpose for starting a toy lending library. Libraries have also established toy lending libraries for the purpose of helping adults select toys for children. Toys have risen in price and complexity and even the wealthy parents need to have some basic information about the right types of toys to buy for their children. The library, by helping the parent decide on what toys and games are right for their child, is also helping the child by assuring him the proper toy and/or game. Whatever the reason behind establishing toy lending libraries, they are proving to be a popular and viable addition to the children's departments in public libraries.

The public libraries that have begun toy lending libraries have done so for a variety of reasons. Just as

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[6]Krumback, "Children's Library--Children in Focus Children's Centre," p. 92.

every library's purpose in beginning this type of service is not the same, neither are the toy lending libraries exactly alike. The type of toy lending library service that is established depends to a great extent on the librarian, the library itself, and, most importantly, on the community. Following are a few examples of the different types of toy lending libraries that are in existence. Four of them were examined for this study. They are situated in Chicago, Illinois; Durham, North Carolina; West Milford, New Jersey; and Sheboygan, Wisconsin.

The Mead Public Library in Sheboygan, Wisconsin, initiated their toy lending library in June 1973. At this time, the Sheboygan Service Club gave the library five hundred dollars with which to purchase toys. The project was deemed necessary in this community, because most of the children living near the library came from disadvantaged or broken homes and, thus, often had little access to a variety of toys. The Mead Public Library accepted no reserves on their collection of toys and toys were not to be used in the library. Their collection included only toys--games were not a part of the original collection. The director of the Mead Public Library stated that, "the goal of the library is to offer the toys not only for fun and enjoyment, but also to enhance the intellectual growth and development of children."[7] Although

[7]"Toys for Loan: A New Library Service," Library Journal 99 (April 5, 1974): 1176.

this program is limited in relation to many of the other programs in the country, it was designed to fit the need of this community and as such it has been a success.

With its total budget $965,000 in 1976, approximately 3 percent, or $27,850, is budgeted to the children's department of the Mead Public Library. Out of the $27,850, another 3½ percent, or $950, is allocated for the toy lending library service. The total toy collection consists of eighty-seven toys of all types which are stored in a circus wagon from which children ages one to ten can select the toy they wish to bring home. Only one toy per child is loaned for a one-week period. Canvas bags are provided for the children to carry their toys in. Only a listing is kept of the toys in the library along with the place of purchase and price. The wooden toys can be cleaned with lysol foam, whereas the cloth toys can be machine washed. Toys are purchased from local retail stores as well as from other manufacturers.

In North Carolina at the Durham County Public Library, a toy lending library was initiated in November 1973, by Tommie Young, Assistant Professor of Library Science and Director of the Early Childhood Library Specialist Program at North Carolina Central University in Durham. The toy lending library was funded on a three-year basis by the Carnegie Corporation of the U.S. Office of Education. The significance of the program in this community serves as a training model meaningful to the profession of librarianship, as librarians

undertake further training and assume new roles in their services.[8]

This toy library, called the toybrary, is a large, cheerful room filled with music and light. Multicolored toys and games are casually arranged on low shelves with cassette recorders and small filmstrip viewers dividing the room into small learning centers. Some of the toys have been handmade by library science students as part of their training. Many of the toys are designed to teach shapes, colors, and spatial relationships; others, manual dexterity.

Durham County Public Library's total budget was $635,000 in 1976 with no specified amount given to the children's department. Of the total budget, .0024 percent, or fifteen hundred dollars, was spent in 1976 for the toy lending library service. The total toy collection consists of 550 toys of all types which are stored on the open shelves, where children ages three to nine readily find them. One toy per child is loaned for a one-week period. Canvas bags are provided for the children to carry their toys in. The toys are listed under title and various subject headings. They include the following information: TOY (subject heading); name of toy; publisher, if applicable; serial number of toy; copyright date, if applicable; size of toy; copy number; place of pur-

[8]Mark A. Nesse, "Toys in the Public Library?" North Carolina Libraries 31 (Winter 1973): 12.

chase; price; date received; and tracings. The toys are sprayed and wiped with window cleaner and disinfectant. Toys are purchased mainly from school suppliers where the library receives a 10 percent discount.

The toy lending library at the Chicago Public Library and its branches has been in operation since April 1975, and the community response has been satisfactory at all units. The service is compatible with the Chicago Public Library's objective of serving the intellectual and cultural life of the residents.

Recent annual reports of the Chicago Public Library indicate that the following items are necessary for the continuation of the toy lending libraries: (1) A program of publicity is essential. The toy lending library serves an individual child for a few years. Earlier registrants outgrow the toy library and new children take their place. Three of the locations are in communities in which residents stay only a short time. The new potential users need to be informed of the service regularly; (2) A clerk should be added to the staff of each toy library to keep the technical routines up to date, and to assist the parents and children in making selections. The toy library is a time consuming function. Some library service has to suffer when there is not enough staff to support operations of the standard functions of a children's room and the added concerns of selecting, processing, circulating, and cleaning the toys; (3) A procedure for exchanging

toys among the units should be considered. Some toys are more popular in one agency than in another. Some items have not circulated in one library and should be moved to an agency where similar toys have been well used; (4) Simplification of all forms, records, and procedures should be considered. The children's librarians involved can function as a committee to recommend changes; and (5) The children's librarians recommend that service should be extended beyond preschool children who need it. When the toy library was initiated, the Board of Directors instructed the staff to loan toys to preschool age children only. The librarians believe that it is the intellectual need and development, rather than chronological age, that should determine to whom the service is offered.[9]

With its total budget of $24,978,045 in 1976, approximately .0016 percent, or $40,000, is budgeted to the children's department of four branches of the Chicago Public Library which include the following: Lake View Branch, Northwest Branch, Woodlawn Branch, and Garfield Ridge. Out of the $40,000, another 12.5 percent, or $5,000, was spent in 1976 for the toy lending library service. The total toy collection is stored in a special locked cabinet in the children's department of each branch, where children from preschool to five years of age can select the toy they wish to bring home. Some suggestions for constructive play are listed on the sheet that

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[9]Chicago Public Library, Annual Report, 1976.

comes with each toy. Parents can help their children benefit from the experience by following these suggestions, spending time with them as they play. They should be aided as they experiment, investigate, and explore. The booklist that accompanies each toy contains suggestions to parents for other activities. If many children are to enjoy the toys, they must circulate often and remain in good condition; therefore, excessive damage to toys or failure to return them on time will lead to suspension of toy-borrowing privileges. One toy per family may be borrowed for a three-week period. Cloth bags are provided for the children to carry their toys in. The toys are classified as a separate item--"Non-Book, Toys"--and are listed in a separate catalog known as the "toy catalog." The toys are cleaned by hand washing with lysol spray. Toys are purchased through wholesale stores and from distributors such as Childcraft. The toy lending library in the Chicago Public Library has been established through an initial grant from the Oppenheimer Family Foundation.

# CHAPTER IV

# CONSIDERATIONS BEFORE ESTABLISHING A TOY LENDING LIBRARY

## Criteria for Selecting Toys

The establishment of specific criteria for the selection of toys is best accomplished by a group at the local level which is familiar with the specific needs and interests of the children for whom it is providing the toy collection. The process should consist of adults who interact with children in a variety of settings: home, school, church, recreational areas, libraries, and hospitals. Their opinion should be based on actual observations of children's interests as they are free to pursue them. Testing tentative selections with actual groups of children is a necessary part of the process of establishing criteria and standards.

Criteria for the selection of toys may be grouped as follows: (1) educational characteristics; (2) constituent elements; (3) quantity; (4) design; (5) durability; and (6) safety. Among educational characteristics are the following: (1) They should cover a wide range of difficulty, reflecting the fact that a child develops at uneven rates, not according to rigid chronological patterns. They should fit into a

child's design and also provide him with a connection to the adult world. They should allow for a child's own deep involvement as well as provide a contact between him and his parents. They should release feelings as well as challenge his problem-solving ability. They should give him the opportunity to develop his own values as well as reflect the values of our larger society, they should give him the opportunity to touch objects of different textures and weights, to listen to a variety of sounds, to observe and to create a variety of movements, and to return to an object many times to explore various play possibilities with it at several different levels of development. (2) The necessary constituent elements are as follows: Raw materials and man-made materials should be well represented (wood, water, sand, glass, metal, textiles, plastic, etc.). Materials particularly indigenous to the area being served should be represented. (3) The criteria of quantity may be applied as follows: An adequate number of duplicate sets and, in addition, sets of increasing complexity should be provided. One complete set of toys could be kept for in-library use, so children and parents may be constantly aware of the variety that is available and also so a child may try out that which he may borrow at a later date. (4) Design may be applied as follows: The shape of the toy related to its function. Color should have a purpose, not be a useless decoration. It should relate directly to the design and

function of the toy. The toy should be simple in design and there should be multiple ways to use it. If there is a mechanism involved, it should be visible to the child and should work properly. The detail should be incomplete, not specific, in order to challenge the child's imagination as he uses it. Durability is a necessary element. The toy should be constructed of a solid material. It should be structurally insulated against breakage. Replacement parts should be available. It should also be useful without all of its parts. Safety is of the utmost importance. The toy should be washable and cleanable. It should be non-flammable. It should be checked against the Consumer Products Safety Commission banned toy list. Toys sometimes cannot be declared safe unless a safe play environment has been provided, a task which is ultimately the function of parents and other guardians.[1]

## Acquiring, Processing, and Storing Toys

There are very few tools which evaluate toys. One of the most promising, The Toy Review, has gone out of print; however, the Reader's Guide to Periodical Literature has articles in it each year which discuss toy selection. A very useful guide and resource to the purchase and use of toys is Toys That Don't Care by Edward Swartz, published in 1971 by

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[1]Faith H. Hektoen and Jeanne R. Rinehart, Toys to Go: A Guide to the Use of Realia in Public Libraries (Chicago: American Library Association, 1976), pp. 8-9.

the Gambit Company.

Once the decision is made to include toys in the library, the most practical and helpful sources will probably be manufacturers' catalogs which can be used judiciously for selection, keeping in mind the needs of the community, the limitations of the library, and the librarian's knowledge of the importance of play in the development of the child.

A large collection of manufacturers'/jobbers' catalogs will also be useful, to introduce library staff and the community to the large variety of excellent toys and games that are available as an antidote to the barrage of advertisements for toys on television.

Sending for catalogs from companies is a way to begin a file. The company should be asked to place the library on a mailing list so the collection will be current. It should update the collection each year by requesting new catalogs. Names of manufacturers, jobbers, and suppliers can be found in Thomas's Register and may be found in Instructor Magazine and Parents Magazine.

Librarians need to develop an "open ear" and an "oriented eye"--open and oriented to noticing new companies, reading periodical articles which mention toy names, and sharing ideas with others involved in similar projects.

Librarians should follow their usual procedures in acquisitions, such as establisbing a want list, which includes

the item wanted, the manufacturer and address, the price, and a picture. (If two copies of each manufacturers' catalog are on file, the library will have a source for pictures.) This list of wants should be displayed in a prominent place where it will help to introduce the library patron to toys and suggest possible gifts to the library toy collection.

It is possible to purchase items for the growing toy collection at toy stores, department stores, and large discount stores. A disappointing aspect of the discount stores is that quite often they will cater to the manufacturers of items which are heavily advertised in national media, and other stores, while offering a better selection, may not have a competitive price.

The most satisfactory way of acquiring toys will probably be direct order purchase from the manufacturer or from one of the large jobbers, who offer a wide range of items from many sources.

It is also possible to add items to the collection by soliciting gifts from parents whose children have outgrown toys, and from social and civic organizations which would be willing to undertake projects of raising funds for further purchase of toys, or of making toys. Girl Scouts have made useful puppets for library storytelling and creative dramatics. Fathers have built some sturdy sit-upon wooden toys, and Golden Age Clubs have sewn bean bags and stuffed animals.

Every community has creative people who, when encouraged to see the need, are likely to donate generously of time, talents, and resources.

## Processing of Toys

Because librarians are accustomed to the logic of classification for all materials, it would seem illogical to them not to classify and catalog toys. There are good reasons for assigning these items a number and placing a card set in the catalog for them. It brings order out of chaos and encourages the user to see a relationship between toys and print media.

There are several ways that toys can be listed. One is a browsing catalog in the form of a three-ring binder with plastic inserts which has pictures of the toys available in that library. Each item is assigned an identification number or accession number when received, which is on the page along with the picture, the manufacturer, the price, and some descriptive information. Children can make their choices from the catalog and reserve the toy. It may also act as an accession list.[2]

Secondly, a list of toys may be kept on 3"x5" cards. The advantage of this system is that it is kept separate by format and in alphabetical order by toy name. The card may have a picture of the toy, the manufacturer, and descriptive

[2]Hektoen and Rinehart, Toys to Go, p. 12.

material. This type of file may also be put in numerical order to be used for inventory purposes as well as for browsing.[3]

Finally, to prepare it for circulation, each toy is accessioned with the number marked on as many pieces of the article as is practical. Pockets and cards cannot be attached to toys so a file needs to be prepared. A card should be typed giving the name of the item, accession number, number of pieces, and price. This card may be filed at the circulation desk.

## Storage

Listed in Table 1 are ways that libraries are dealing with storage of toys. These ideas can be expanded upon to suit the particular library instituting a toy lending program.

TABLE 1

METHODS OF STORING TOYS

| Types of Storage | Items to be Stored | Advantage | Disadvantage |
|---|---|---|---|
| Shelves | Items in boxes, games | Easy to locate items--visible | Many libraries are crowded |
| File cabinets | Small items, items which can be stored in heavy large envelopes | Keep together small items which may be shoved aside | Not so easy to locate, not visible |

[3]Ibid.

TABLE 1--Continued

| Types of Storage | Items to be Stored | Advantage | Disadvantage |
|---|---|---|---|
| Bins, large boxes on floor or on shelves | Odd sizes, odd shapes, stuffed animals | These items tend to slide off shelves and take up extra space | Not visible to patron |
| Plastic boxes | Games whose boxes have worn, puzzles (picture of puzzles may be seen through cover) | Do not wear out as fast as cardboard | Expensive |
| Net, paper, cloth, plastic circulation bags | All items, but especially odd shaped, those with many pieces | Keeps pieces together | Wears bags out quickly, items not visible to patron |
| Pegboard | Items in drawstring bags | Takes very little space | Not suitable for all materials |

SOURCE: Faith H. Hektoen and Jeanne R. Rinehart, Toys to Go: A Guide to the Use of Realia in Public Libraries (Chicago: American Library Association, 1976), p. 12.

## Circulating Toys

Some libraries circulate toys for the same length of time that they circulate other materials. This period might be for as long as four weeks; in other instances the loan period is a two-week or even a one-week time span. Some libraries limit the number of items a borrower may take to one or two, particularly if the collection is small or has been added recently; others, finding that borrowers tend to

limit themselves, do not have any set maximum. Many librarians lend toys to both children and adults, and many of them circulate toys to groups as well. The most frequent group borrowers are nursery schools and day care centers.

Types of carryalls in which toys can be circulated are almost as numerous as the libraries that lend this material. Some of the types of carryalls used are drawstring bags, made from unbleached muslin or denim; sturdy bags purchased from a commercial supply house; mesh net bags, and heavy duty canvas bags, available at an army-navy or sports equipment store. The type used is determined by the nature of the item being borrowed. Other carryalls are paper bags, plastic carryalls, and color plastic bags. The possibilities are almost endless. Each library must examine all the options and then decide which system would be most suitable in its own situation.[4]

The problem of lost or damaged items is a real one; however, it does not by any means present an insurmountable obstacle. Just as much-circulated books wear out and must be replaced, so, too, will toys and games become worn out and need to be discarded. Just as damaged books are mended and then sent out into circulation again, so, too, can toys be mended; in fact, a toy mending kit, including white glue, rubber cement, strong mending tape, plastic or paper tape, shellac and thinner, brushes, and needles and thread, is an

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[4]Ibid., p. 13.

excellent addition to any library. The library should make an extra (reference) copy of directions for a game or puzzle. Even the problem of missing pieces is not an insuperable one, for while everyone would agree that ideally all puzzle or game parts should be present, very few people will insist that a game or puzzle can no longer be used simply because two or three pieces are missing. A number can be assigned to each new puzzle in the collection. This number is then written on the reverse side of all pieces belonging to that puzzle. If stray pieces are turned in, it is immediately apparent to which puzzle they belong; and if that puzzle is in circulation, the pieces can be kept in a lost-parts envelope or box until it is returned. In a very small collection or for a beginner's puzzle, the reverse sides of each puzzle may also be color-coded. For replacement of pieces for some toys, Bootner's, in Lawrence, Massachusetts, is a supplier of "seconds" for toy parts.[5]

Most libraries emphasize the importance of a reasonable flexibility in requiring payment for lost or damaged items. Most librarians do not advise charging for damages that can be easily repaired or for such small losses as puzzle pieces. If the item has been irreparably damaged or lost, however, librarians tend to agree that a fee should be collected. Some libraries set a policy of the cost of the item plus a one

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[5]Ibid., p. 14.

dollar processing fee. Each library situation is unique and careful consideration should be given to that library's special set of problems before establishing procedures on payment. Fines on toys are customarily the same as for books and other materials. If a library has no fine system, it would not charge fines for toys either.

To circulate a toy, the toy card, which is readily found in the file by accession number, is withdrawn and the item charged according to the system in use for circulating books. The date due slip or transaction card is put into the box or bag with the toy and the card is either returned to its place after photographic charging or put into a date due file in hand charging.

## CHAPTER V

## HOW TO ESTABLISH A TOY LENDING LIBRARY

Some libraries are in communities that have no need for a toy lending collection. Others may find that they are in a community that needs and wants a toy lending collection, but the library may not be the proper agency to handle this collection. In deciding whether or not to establish a toy lending collection in the library, there are many factors which must be weighed. Walter C. Stone listed four major questions which a librarian should consider before beginning a multi-media program. These same four questions must be reviewed when a library is considering adding toys and games to the collection.

The first question is "What are the goals and responsibilities of the library?"[1] Toys and games contribute to the accomplishment of the goals of public library service to children. Since each library has its own goals and objectives for services to children, in addition to its national standards, each library must individually examine its goals to ascertain if this addition would help or hinder the proper

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[1] William Peters, "Audio-Visual Materials in the Public Library," Library Trends 16 (October 1967): 242.

development of its program.

Another important question to be examined is "What kinds of individuals and groups compose the library's clientele?"[2] Some types of communities, such as retirement areas, have no need for a wide variety of toys to be made available to them. Still other areas may need a toy lending collection. The librarian must also consider the non-user. The possibility that the addition of toys and games to the library collection might bring in new patrons must be weighed. The second question, therefore, should be restated to say, "What kinds of individuals and groups compose the community in which the library is located?"

The third question is, "What are their (the people of the community) needs and interests in books?"[3] If the children in the community are interested in books and need no other activity in a library, then a toy lending collection may not be necessary.

The fourth question asks, "What are their needs and interests in these materials?"[4] Some communities are work oriented. They might view play or the use of toys and games as a waste of time. For such a community, a toy lending collection would probably never be utilized. Some communities

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[2]Ibid.

[3]Ibid.

[4]Ibid.

are toy and game oriented and would readily welcome such a program.

To these four basic considerations, two others should be added. First, the library should ascertain if there is any other agency already established to handle this type of collection. There is no reason for the library to duplicate a service that is, or could be better provided for, by another social service agency. Another question is, How will the establishment of a new program affect already instituted library programs? A library that has a limited budget should weigh the advantages and disadvantages of a new program before adding it to the budget.

After considering these basic questions and discussing the financial aspect of the program, the library is ready to decide on whether or not to add a toy lending program to its collection. When this decision is made, it is time to set up the operational side of the program. The size and range of the program must be discussed and decided as must the amount of money to be spent and the kinds of materials to be included.

The next consideration is, How is this program to be used? The librarian needs to determine if the toys and games are going to be circulated, used in the library, used only in library programs, used by individuals, or used by groups. If the materials are to be circulated, some type of circulation system must be devised. A decision must be made on who is

going to be allowed to borrow materials, and also on how long the materials may be on loan. The circulation system must be established. Another decision which must be made is whether or not the toys and games will be cataloged.[5]

It must be decided what staff members are going to supervise this program. The obvious staff to supervise a toy lending program is the children's department. Other departments, however, may also have an interest in this program. The extended services department may wish to circulate some of the toys and games to its patrons who cannot come to the library building. Adults may be interested in checking out or using in the library many of the games. Thus, the adult department may become involved. Almost every department may be interested in this new program.

Another guideline is, What facilities are going to be necessary to house this new program? Facilities for housing the collection may already be in the library. The toys may be arranged around the children's department in plain sight so that the children can choose what they want. The games can be housed on shelves or in vertical files which are within access of the children as well as the adults. The library may choose to purchase some new furniture in which to house this collection such as a toy chest or some type of commercially prepared

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[5]Tzvee Morris, "Toys Can Make a Difference," The Unabashed Librarian 10 (Winter 1976): 26.

cabinet. Tables and chairs for the utilization of these toys and games are already in a library. The library could furnish the area, however, with bean bag chairs, and some game tables. The facilities needed depend on the type of program established and the amount of money the library wishes to spend.

Establishing a toy lending library, therefore, requires more than the indiscriminate purchase of a few games and toys. Like other library programs, a toy lending library involves planning. All the operational details for this type of program must be worked out before the program can be opened to the public.

# CHAPTER VI

## THE PARENT/CHILD TOY LENDING LIBRARY

The Parent/Child Toy Lending Library was developed by the Early Childhood Education Division of the Far West Laboratory for Educational Research and Development. That division aims eventually to provide for some or all of the educational needs of at least 90 percent of the three- and four-year-old children in any community. At the time it started a Toy Library project in 1969, it seemed likely that Head Start would continue to educate some children, that private nursery schools would be available for some children, and that day-care services would be expanded. It also seemed evident, however, that these programs and facilities would not serve most three- and four-year-old children. The public schools do not have the financial resources, the teachers, or the space to offer a three-hour classroom program for these children, so an alternative program with modest resource requirements had to be devised and tested. The Parent/Child Toy Lending Library program was established to fulfill a need and now trains parents to use a limited number of educational toys to help their own children learn specific skills, fundamental concepts, and problem-solving behaviors.

The parent/child toy lending library training program is an eight week course (about one hour a week) for parents of preschool children. The course can be conducted in a variety of settings--schools, business or industrial sites, community centers, day-care or home-care programs, churches, and public libraries. Any local community person can give the course after completing a brief training workshop.

In the program, adults learn that eight basic toys may be used to teach basic concepts and to enhance language development. At the course sessions, parents learn to work with the toys and games and then borrow them to take home to use with their own children. After completing the course, parents are free to borrow these toys, as well as additional toys, just as one would borrow a book from the library. For each toy, there are easy-to-follow directions for several learning activities that teach specific concepts and skills. The eight basic toys are: (1) sound cans--auditory discrimination; (2) color lotto--problem solving, color matching; (3) feely bag--tactile discrimination; (4) wooden table blocks--relational concepts; (5) stacking toy--problem solving, relational concepts; (6) bead-o-graph--visual discrimination, motor coordination; (7) number puzzle--numerical concepts and counting; and (8) flannel board--size and shape concepts.[1]

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[1]Fred Rosenau and Betty Tuck, A Guide to Securing and Installing the Parent/Child Toy Lending Library (Berkeley: Information/Utilization Division of Far West Laboratory for Educational Research and Development, 1972), p. F3.

Each parent taking the course receives an easy-to-read Parent Guide explaining that different games at different levels of difficulty may be played with each toy. At the course sessions, parents view filmstrips showing several different adults playing the games with their children. Those taking the course practice playing the games and discuss the methods involved. Course sessions are planned to allow time for parents to discuss their own problems relating to education or child growth.

The course leader/librarian (who manages the course) need not be someone trained in early childhood education. She should, however, complete a short training course organized by a laboratory-trained consultant. A Librarian's Guide provides clear instructions for operating the library. In addition, a twenty-minute 16mm color film provides a lively introduction to the course.

The Toy Library program conforms to the major objective of all the Laboratory's early childhood education activities which are concerned with the development of an educational program for children from ages three through nine that is more responsive to their needs than most current educational programs.

If the Parent/Child Toy Lending Library project is sponsored by a public school district, the project should reduce the problems of financing preschool education, training teachers, and providing school space. One person--a teacher

or an assistant teacher--can be trained to teach the course and to operate the library. This teacher/librarian can reach at least 120 parents per year by conducting two eight-week classes for twenty parents per class three times during the academic year. The initial capital outlay by a school district should not exceed $2,500, and the course could be taught in a classroom after school hours or in a general meeting room. The Toy Library materials could be housed in that room or in the library. During the first school year, the cost of reaching 120 parents, including capital outlay, would be no more than the cost of operating a three-hour program for fifteen to twenty children. After the first year, the cost would be a single salary plus a modest expense for maintenance and replacement. It appears that the cost should not exceed $100 per parent under ordinary circumstances.[2]

There is no evidence that all three- and four-year-old children need three or more hours of classroom experience every day; parents are the most important teachers in a young child's life, and they use a variety of teaching techniques according to their own training, their life style, and their culture. Now that a course is available to help parents improve their teaching techniques or give them an alternative method, they can be more effective in helping their children develop their intellectual ability. In order for this

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[2]Ibid., p. 3.

experience to be successful, however, it should be pleasant for both the parent and the child, and both of them should be more competent as a result. The pleasant experience and the feeling of competence in both the parent and the child should have a positive effect on both the parent's and the child's self-concept and should motivate them to continue the activity.

## Self-Concept

One of the primary objectives of the Parent/Child Toy Lending Library program is to support development of a healthy self-concept of the child. A child can be said to have a healthy self-concept when: (1) he likes himself, his family, and his people; (2) he believes what he thinks, says, and does make a difference; (3) he believes he can be successful; (4) he believes he can solve a variety of problems; (5) he has a realistic estimate of his own abilities and limitations; and (6) he expresses feelings and pleasure and enjoyment.[3]

The objective of the Parent/Child program regarding the self-concept of the child can be attained through support of the role of parent as teacher throughout the course. The rationale follows: (1) if parents feel they are competent in helping their children learn what they believe is important, this feeling of competence will have a positive effect on the

[3]Ibid.

child's self-concept; (2) if the parents feel that they can influence the decisions that affect the education of their child, this feeling of importance will have a positive effect on the child's self-concept; (3) if the parents feel that their child is capable and can be successful, this feeling will have a positive influence on the child's self-concept; and (4) if a child increases his competency as a result of a pleasant interaction with his parents, this increase will have a positive influence on his self-concept.[4]

The course can be used to help parents: (1) feel more competent in helping their child learn; (2) feel that they can influence decisions which affect their child's education; (3) recognize their child's ability to learn and be successful; (4) become more aware that the individuality of their child is important and will affect the pace at which he learns; and (5) recognize that the child's competency is increased as a result of the parent's interactions.[5]

## Criteria for Toys and Learning Activities

The toys and related activities were developed to help parents gain a better understanding of the principles of child development and to provide them with additional ways of interacting with their children. The toys and activities have been

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[4]Ibid., p. 4.

[5]Ibid.

designed to help a child learn a cluster of important cognitive skills and concepts. Other toys, however, could be used to teach other skills or concepts; parents should be more concerned with the learning process itself than the specific content.

For the toys and accompanying learning activities to be useful, the following conditions must be met: (1) The content is clearly defined. The purpose of each learning activity or series of activities is so clearly stated that the parent can see what the child can do when he starts to play the game and what he has learned as a result of playing the game. The parent discovers that the activities involve certain skills or concepts or problem-solving processes that are related to each other. She also learns that the child must demonstrate certain skills or understand certain concepts in order to play the game. (2) The content is relatively free of any cultural bias. Since such things as color, shape, size, relational concepts, and mathematical concepts do not seem to have a cultural bias, they are selected for the content of the learning episodes. (3) The learning activities illustrate the process of interacting with the child--(a) the child is allowed to explore the materials before a "set" is imposed on them; (b) the child is free to stop playing when he wants to; (c) the child is able to change the rules of the game; (d) the child is encouraged to discover the answer to a question rather than having it told to him; (e) the parent is

encouraged to use positive instead of negative corrections; (f) the parent helps the child by describing what he is doing; and (g) the parent responds to the child by letting him set the pace of the learning and by responding to the child's free explorations. (4) The toys and games are designed to interest the child. In addition, the criteria stated that the toys must be: (5) age appropriate (for three- to four-year-old children); (6) safe; non-toxic paint (no pieces small enough to swallow, no dangerous sharp points); (7) durable (not easily broken, sturdy, can be dropped); and (8) concept-oriented (the materials or games have the capability of teaching at least one concept at more than one level).

The basic principles of the Parent/Child program are consistent with the philosophy of other programs that have been developed in the Laboratory Division referred to as "Education for Young Children." These principles have been incorporated into the games and guides which have been developed for use with the Toy Library.[6]

## Concept Orientation of the Toys

The toys, games, and other learning activities used in the Parent/Child Toy Lending Library have been designed primarily with an orientation toward the following concepts and skills: (1) color matching; (2) color naming; (3) color identification; (4) shape matching; (5) shape naming;

[6]Ibid., p. 6.

(6) shape identification; (7) letter recognition; (8) numerical concepts; (9) relational concepts; (10) sensory concepts; (11) problem solving; (12) verbal communication; (13) verbal comprehension; and (14) auditory discrimination.[7]

## Basic Toys and Loaner Toys

The toys needed for the program include eight basic toys, which are used during the eight-week parent course, and a set of eight "loaner" toys, which are for use subsequent to the course. Parents may borrow them from their local Toy Lending Library as they would a book. The library, however, should also provide a variety of toys, juvenile books, children's records, and educational materials which parents may borrow. Many communities have chosen to use toys which are made by local organizations, parents, or school groups in addition to commercial materials.

The set of the eight basic toys will be needed for the course leader and one set for each parent participating in the course. The toy that is used during a class is taken home and then returned the following week. Each week a new toy is used at home by the parent and the child. Because the toys are returned each week, the same toys may be used subsequently with new groups of parents. A description of the toys follows:

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[7] Ibid.

## Eight Basic Toys

### Sound Cans

Description: Two sets of small, covered metal film cans. Each set includes six cans, each with different objects or materials inside. Each can make a different sound when it is shaken. One set of six cans (with red color on the lids) is for the parent; the other set of six (no color on lids) is for the child.

Purpose: To teach the child to identify sounds that are the same or not the same.[8]

### Color Lotto

Description: Square wooden board divided into nine squares (each a different color), and two sets of nine individual colored squares. One set of colored squares is for the parent, and the other set is for the child. The individual squares are the same size and colors as the squares on the lotto board.

Purpose: To help a child learn to match a color from an example of that color; and to help the child learn the names of colors.

### Feely Bag

Description: Small drawstring bag and two sets of cut-out shapes. Each set has these four shapes: a circle, a

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[8]Ibid., p. 7.

square, a triangle, and a rectangle.

Purpose: To help the child recognize shapes by sight; and to help the child recognize shapes by feel.

### Stacking Squares

Description: The stacking squares set includes sixteen wooden squares that fit in order on a special wooden post. The post is made so that if the squares are not stacked in the right order, not all the squares will fit. The four largest squares (one red, one blue, one yellow, one green) go on the bottom; the four smallest squares (one of each color) go on the top. The center holes of the squares are cut so that the toy is self-correcting. There is one red, one blue, one yellow, and one green square in each of the four sizes.

Purpose: To teach same size and not the same size; to teach or strengthen the learning of same color and not the same color; to teach or strengthen the learning of the names red, blue, green, and yellow; to help the child recognize a pattern in a group of objects (color or size) and eliminate those which do not belong in the group; and to help the child see patterns and extend them.

### Wooden Table Blocks

Description: A box of wooden table blocks, including ten sizes of blocks of units one to ten. The largest block is ten times as tall as the smallest. The other blocks are the

units between one and ten.

Purpose: To help the child learn size relationships--tallest and shortest; to help the child learn size relationships--taller and shorter; to help the child learn size relationships--the same size; and to help the child learn the idea of equal to by using ideas he already has used (taller, shorter).

Number Puzzle

Description: This toy is a ten-piece masonite puzzle, each piece of which represents a number from one to ten. On each piece are peg holes corresponding to the number it represents, and the appropriate numeral; each piece is a rectangle with one less notch on the left than the number it depicts and the same number of notches on the right as its number. The pieces fit together via the notches and are thus self-correcting. Pegs are provided for the holes so that the child has a clue to the number represented.

Purpose: To help the child learn to match numerals with the number quantities that they represent; and to teach the child to count in sequence.

Color Blocks (Bead-o-Graph)

Description: One set of sixteen color blocks, four each of different colors.

Purpose: To teach the child to learn words that tell where things are located; to help the child see patterns and

learn to extend them; and to help the child learn skills and to give him experience in extending a pattern.

Flannel Board

Description: This toy consists of a flannel board and thirty-six felt shapes. The shapes are circles, squares, and triangles; of each shape there are two sizes and of each size there are three colors--red, yellow, and blue. Thus, there are eighteen different combinations of size, color, and shape, and two shapes in each combination.

Purpose: To help the child learn same and not the same in regard to shape; to help the child learn same and not the same in regard to size; and to help the child learn which colors are the same and which are not the same.[9]

Eight "Loaner" Toys

The "loaner" toys are the second series of toys which are offered for use in the Toy Library after the course has been completed. These toys become a part of the lending library which may be used by parents who feel that extending concepts or adding to those provided by the basic toys will be desirable for their children.

At this point parents should be able to use the ideas learned in the course and to generalize from them; therefore, they can begin to use other common toys or objects found in

[9]Ibid., p. 14.

their own homes. With these items, learning games of all sorts can be invented.

## Other Concept Toys

### Alphabet Board

Description: This toy consists of a flannel board, on which the letters of the alphabet are printed, and a set of capital letters, which can be matched to the outlines on the board.

Purpose: To help the child learn the shapes of letters, by matching letters to outlines.[10]

### Beginning Matrix Game

Description: This game is played with the Matrix Games Board and nine of the property blocks: a red, a blue, and a yellow triangle, circle, and square. The matrix is divided into nine squares, on which the blocks are placed in rows according to color and shape.

Purpose: To encourage the child to guess answers to problems and to use information he gains to make better games.

### Coordination Board

Description: This toy consists of a board and eight cut-out shapes: two squares, two circles, two rectangles, and two triangles. The shapes fit into matching spaces on the

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[10] Ibid., p. 16.

board.

Purpose: To help the child identify shapes.

Property Blocks

Description: This toy consists of sixty blocks of different colors, shapes, sizes, and thicknesses. The blocks are used for matching and classifying according to the various properties of the blocks.

Purpose: To encourage the use of memory and logic in solving problems.

Hundred Peg Board

Description: This toy consists of a square board containing one hundred holes drilled in ten straight rows, and one hundred pegs which fit in the holes. The pegs, which come in four different colors, are used for sorting, making patterns, and illustrating number relationships.

Purpose: To help the child see patterns without being told how to make them.

Inset Shapes Board

Description: This toy consists of a board and twelve matching pieces of different shapes, colors, and sizes.

Purpose: To give the child practice in noticing small differences in shape and size.

Pattern Box

Description: This toy consists of a long rectangular

box and three sets of pattern cards. Each side of a pattern card is printed with a series of pictures or designs arranged in a pattern, which can be seen bit by bit as one card is gradually pulled out of the box, one frame at a time. The child attempts to predict what will come next in the pattern. One set of pattern cards has been left blank so that the user can create his own patterns.

Purpose: To help the child to learn to solve problems.

Spinner Board

Description: This toy consists of a board with a removable pointer which can be spun, and three different overlay cards, which depict numbers, letters, and categories of objects. The toy is used in recognition games, in which the child is asked to identify the number, letter, or category at which the pointer has stopped.

Purpose: To help the child practice number and letter recognition.[11]

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[11] Ibid., p. 23.

# CHAPTER VII

## SUMMARY AND CONCLUSIONS

As interest in children and their welfare continues to grow, libraries will find new services to help children. In the last few decades, libraries have greatly expanded their services to children by acquiring more and better books and media materials. Many libraries have opened up their total collections to children and no longer confine their young patrons to the children's area. New programs have been added, such as storyhours, and craft and film programs, so that the library can reach more and more children. Audio-visual materials--records, cassettes, televisions, films, and filmstrips--have been added to the children's collection. In recent years, librarians have become aware of some of the values toys and games have for children. Toy lending libraries have, therefore, begun to appear in a number of different libraries.

This paper explores the objectives, goals, and services in four public libraries in the United States. It examines the rationale for the establishment of such libraries and collates the advantages and disadvantages of maintaining such libraries and accompanying services. The libraries examined

were in Chicago, Illinois; Durham, North Carolina; West Milford, New Jersey; and Sheboygan, Wisconsin.

The libraries that have operated successful toy lending programs have found a wide variety of advantages for their libraries in this type of program. Some of the advantages which a toy lending program have for a library are the following: (1) the use of toys and games help a child develop socially, mentally, and physically; (2) a preschool child's basic needs may be answered to some degree by toys and games; (3) toys and games can contribute to the realization of a library's goals and objectives; (4) these materials can add a new dimension to the service a public library offers; (5) toys and games can bring in new patrons who may not be interested in other services a library offers; (6) by utilizing toys and games, children are being provided with an enriched learning experience; (7) a toy lending collection can provide a pleasant introduction to the library for the young child; (8) by having these materials available, a library is helping to equalize the opportunities which young children develop; and (9) finally, a toy lending collection can be beneficial to adults. These materials can form a basis from which adults can learn to select the proper toy and/or game for their child.

Just as in any other new program, problem areas or disadvantages have been found to exist in toy lending programs. Some of the problems or disadvantages of a toy lending library

which concern librarians are: (1) budgetary problems--the lack of money available to libraries as well as the cost to initiate and keep up this type of program; (2) staff time--it takes staff people to select, keep in order, circulate, and generally supervise a toy lending library; (3) space--space is needed to store and utilize the games and toys; (4) sanitary and safety considerations--what is safe for one age level may not be safe for a young child, so these materials must be carefully supervised. Also the spreading of germs must be considered; (5) upkeep--games and toys often break easily. If one piece of the game or toy is lost, it is often rendered useless; (6) selection--someone in the library must be found who has some sort of expertise in this area; (7) in-library play--this term especially refers to noise and disruption which often accompany the use of a game or toy; and (8) incorrect use of the library--the library being considered as a babysitting service. Most libraries request that parents accompany their children to the library.

Whether the advantages or the disadvantages weigh most heavily in a particular library depends to a great extent upon the philosophy and goals of the library and on the community it serves. For some libraries, the listed advantages will not be advantages at all. And in a similar situation, the listed disadvantages may not prove to be disadvantages for the library.

The four libraries which were studied have indicated that toys and games are another good service which the library can provide the children of their community. These materials are not to serve as replacements for books, but rather to be used in addition to the books and other services which the library has to offer. The librarian must examine the goals and financial outlook of her library, and she must be aware of the needs of the community. If these things, along with the advantages of a toy lending collection outweigh the disadvantages, then such a collection should be added to the library. For the right library and community, a toy lending program can be very beneficial, as well as adding one more way in which the library can serve the people.

This exploratory study indicates that in public libraries there is enough interest in toys to cause libraries to respond to their own objectives of providing materials and guidance for recreation and education in this medium. Since the addition of such materials and services will require greater expenditure--or reduce the percentage of the budget spent for other materials and services--a nationwide study of the phenomenon might well be worthwhile. It could be useful to explore the extent to which toys are being provided in libraries versus the educational values which they are supposed to provide.

## APPENDIX A

### SELECTED LISTING OF PRODUCERS AND DISTRIBUTORS

American Guidance Service, Inc.
Publishers' Building, Circle Pines, MN 55014
Distributor of the Peabody Language Development Kits which include puppets, musical instruments, manikins, etc., designed to aid oral language development. Also distribute Goldman-Lynch Sound & Symbols Development Kit; DUSO Kit to develop understanding of self and others.

Creative Playthings
Princeton, NJ 08540
Producer and distributor of sturdy, durable toys, games, puzzles, and some craft materials for children from early infancy into the teenage.

Creative Publications
P.O. Box 10328, Palo Alto, CA 94303
Catalog contains curriculum materials including games and various geometric shapes.

Developmental Learning Materials
7440 Natchez Ave., Niles, IL 60648
Math and language materials, posters, rhythm band instruments, puzzles, etc.

Judy Educational Aids
General Learning Corporation, Morristown, NJ 07960
Produces and distributes story boards, clocks and calendars, math aids, manipulative shapes, blocks, etc.

Learning Games, Inc.
34 S. Broadway, White Plains, NY 10601
Developer and distributor of Cuisinaire Rods for learning mathematical structure, Geoboard Kit, Quick-Master Chess, and other educational games.

Leicestershire Learning Systems
Box 335, New Gloucester, ME 04260
Distributes language and math teaching materials

SOURCE: Joy K. Moll and Patricia Hermann, "Evaluating and Selecting Toys, Games, and Puzzles," Top of the News 31 (November 1974): 89.

Mead Educational Services
P.O. Box 93685, Atlanta, GA 30318
Art materials; early childhood, math, special education, teaching aids; Totem construction and poster papers.

Milton Bradley Company
Springfield, MA 01101
Produces and distributes games, puzzles, art aids; math, language, and social studies material.

Mind/Matter Corporation (formerly Math Media, Inc.)
P.O. Box 345, Danbury, CT 06810
Math, early childhood, language, science, special education games, toys, and manipulative materials.

Playskool Toys (a Milton Bradley Company)
3720 N. Kedzie Avenue, Chicago, IL 60618
Produces and distributes durable toys, games, and puzzles for early childhood use.

Trend Enterprises
P.O. Box 8623, White Bear Lake, MN 55110
Posters, bulletin board sets, educational games and puzzles, reading readiness materials.

## APPENDIX B

### TOYS FOR THREES-FOURS-FIVES

Children in pre-school are beginning to control fine muscles while the large ones are still growing. Children are showing interest in people other than themselves and are beginning to reach out to the world beyond the home. The threes-fours-fives need toys, games, and apparatus for strengthening large muscles, stretching the mind, and for pretending or releasing feelings. Many of the items can be made by parents, center staffs and volunteers, often with help from the children.

Strengthening Large Muscles

climbing tower, turning bars, crawling-through apparatus
wagon (large enough to hold a child)
tricycle (of correct size), bouncing horse
push and pull toys for younger children
oatmeal boxes, cartons, spools, paper towel tubes
jump ropes for older children
large balls (made from yarn, enlarged pom-pom balls)
inexpensive foam balls
paddle with ball attached
bean bags
simple throwing games (ring toss)
simple rolling games
ten pins (detergent bottles and ball)
large hollow blocks
mallet with peg set for younger children
work bench with real tools for older children

SOURCE: Faith H. Hektoen and Jeanne R. Rinehart, Toys to Go: A Guide to the Use of Realia in Public Libraries (Chicago: American Library Association, 1976), pp. 20-21.

Toys that Stretch the Mind

lock with key
magnet
aquarium, terrarium
water play toys, bubble sets
inlay puzzles, matching lotto games
old magazines
fruits, vegetables, animals
rooms of the house
view master with slides, filmstrips
globes for older children
books with simple stories, poems, jingles, nursery rhymes, picture books

Toys for Pretending

washable, unbreakable doll that can be dressed and undressed
rag dolls, sock dolls
housekeeping equipment of all sorts for cooking, laundering, gardening
costume box for dress-up clothes
space hat, helmets
assorted floor blocks with small family figures
toy luggage
farm and zoo animal sets
transportation toys: boats, trucks, planes, trains, autos
steering wheel (attached to wooden crate)
ride a stick horse (with sock head)
sheet or blanket for play tent
large carton for making stores, houses, stations, and for climbing into

Toys for Releasing Feelings

crayons, clay
painting materials with large brush and paper
hand painting materials
blunt scissors and paste
hammer, nails, and soft wood
sand and sand toys
wading or swimming pool
rocking chair
cuddly toy animals
puppets (stick and hand)
musical top, music box, record player
large wooden beads for younger children
smaller beads for older ones

string
paint, newspapers
percussion instruments such as tom tom, bells, triangle,
finger cymbals, gourd tone block

## APPENDIX C

## TOY LENDING LIBRARY QUESTIONNAIRE

This questionnaire pertains to a graduate research project concerning various aspects of the toy lending library. Your cooperation in completing this questionnaire would be greatly appreciated. The data obtained from this study will be used in constructing a model of the toy lending library. A copy of this questionnaire will be sent to children's services divisions in the following cities: Chicago, Illinois; Durham, North Carolina; West Milford, New Jersey; and Sheboygan, Wisconsin.

1) The results of this survey will be sent to the four libraries receiving this questionnaire.

2) The information obtained from this questionnaire will not be confidential unless indicated by the individual library.

3) If you have difficulty in answering any question, please give your best estimate or appraisal. If you would like to comment on any question, please do so by writing in the margin.

4) When you have completed this questionnaire, please return it by mailing it in the stamped, self addressed envelope through the mail.

5) If there are any other toy lending libraries in existence please indicate.

Thank you

Return to: Jeanne Mull
304 Evans Hall
UW-Oshkosh
Oshkosh, WI 54901

Please return by: January 24, 1977

Toy Lending Library Questionnaire

1) Name of library: _____

2) Total library budget for 1975 and/or 1976: _____

3) Total budget for children's department: _____

4) Size of total materials collection in library: _____

5) Size of total materials collection in children's department: _____

6) Amount of total budget spent for toys in 1975 and/or 1976: _____

7) Total number of toys in the library collection: _____

8) Age level(s) toys are intended for: _____

9) How toys are classified: _____

10) How toys are cataloged: _____

11) How toys are shelf listed: _____

12) Circulation period for toys: _____

13) How toys are cleaned: _____

14) Is there a special wrapping used when the toys are circulated?

_____ Yes (if so, please explain)

_____ No

15) How toys are stored: _____

16) How toys are acquired:

_____ Retail store

_____ Wholesale store

_____ Private donation

_____ Other (please specify)

If your library has a listing of all of the toy holdings, I would appreciate it very much if you would send it along with this questionnaire.

## APPENDIX D

### TOY LENDING LIBRARY OF THE MEAD PUBLIC LIBRARY, SHEBOYGAN, WISCONSIN

ALL PURPOSE PLAYGROUND BALL w/inflation valve
Schwarz

ANIMAL WAGON (wood)
JMKAC

ANTEATER (wood)
JMKAC

ARMY TRUCK (wood)
Easter Seal

AUTOMOTIVE SET (11 pcs.) (AGE 2-8)
Playskool

BIG BIRD (puppet)
Easter Seal

BUFFALO (wood)
Next

BUILDING ZOO (10 pcs.) (AGE 2-6)
Creative Playthings

CASH REGISTER w/play money
Valley School Supply

CAT (stuffed)
Easter Seal

CLOWN BEAN BAG GAME w/bean bags
Judy Co.

CLOWN STACK (AGE 1-4)
Playskool

SOURCE: Mrs. Kay Knauer, Children's Librarian

COUNTING FRAME
Holgate

CROCODILE (wood)
Next

DAPPER DAN (AGE 3-6)
Milton Bradley

DOG (puppet)
Easter Seal

DOG (stuffed)
Easter Seal

DOG PULL TOY (wood)
Easter Seal

DRAGON PUPPET (AGE 3+)
Creative Playthings

DRESSY BESSY (AGE 3-6)
Milton Bradley

DUCK PUPPET (AGE 3+)
Creative Playthings

FIRE TRUCK (wood)
Easter Seal

FLEXIBLE MIRROR (AGE 3-12)
Creative Playthings

FLEXIBLE MIRROR (AGE 3-12) Copy 2
Childcraft

FROG PUPPET (AGE 3+)
Creative Playthings

GAS TRUCK (wood)
Easter Seal

GIANT HAND MAGNET
Creative Playthings

GIANT MAGNIFIER (AGE $2\frac{1}{2}$ - 10)
Creative Playthings

HIPPY HOPPY HOPSCOTCH (AGE 3-12)

HORSE (suede)
JMKAC

HOT ROD (wood)
Easter Seal

HUMPTY DUMPTY (stuffed)
JMKAC

IRON (wood)
Playskool

JACKPOP (AGE 1+)
Creative Playthings

JUDY CLOCK
Judy

KALIMBA (African Instrument)
Schwarz

KERMIT FROG (puppet)
Easter Seal

KINDER DOMINOS (28 pcs.) (AGE 5-8)
Valley School Supply SIFO

LARGE RIDING TRUCK (wood)
Creative Playthings

MIRROR (AGE 9 mo.+)
Creative Playthings

MONKEY (stuffed)
Easter Seal

MOON GLOBE
Gift

MUSIC BOX RECORD PLAYER (AGE 2-6)
Fischer Price

NESTING BLOCKS (wood) (5 pcs.)
Playskool

NOK-OUT BENCH (AGE 2-5)
Playskool

PEG-NOSE PULL TOY (wood)
Easter Seal

PULL AND LACE BOOT w/6 figures
Playskool

PUSHING (wood)
JMKAC

RACER WITH DRIVER
Mole Hole

RACER (wood)
JMKAC

RAGGEDY ANDY DOLL
Boston Store

RAGGEDY ANN DOLL
Boston Store

RHINO (wood)
Next

RIDING TRACTOR (wood)
Playskool

RUBBER HORSESHOE SET (6 pcs.)
Playskool

SCARECROW (stuffed)
Easter Seal

SEE THROUGH ALARM CLOCK
Schwarz

SEMI (wood)
Easter Seal

SEWING BOARDS (3) (AGE 4+)
Creative Playthings

SHAKE N' SORT (AGE 2-5)
Schwarz

SHAPE SORTING BOX (AGE 2+)
Creative Playthings

SKIP ROPE
Valley School Supply VOIT

SMALL AIRPLANE (wood)
Next

SMALL MAGNET
LaPine Supply Catalog

SMALL RACER (wood)
Next

STEAM ROLLER (AGE 2+)
Creative Playthings

STRUCTO BRICS (45 pcs.)
Valley School Supply Mead Corp.

TEA SET (17 pcs.) (AGE 3+)
Creative Playthings

TEDDY BEAR (suede)
JMKAC

TELEFUN
Schwarz

THREADING (AGE 2+)
Creative Playthings

TOM-TOM AND BEATER
Authentic Egg Harbor

TRACTOR (wood)
Easter Seal

TRI-COLOR VIEWER (plastic) (AGE 3-10)
Creative Playthings

TUBGOAT (wood) (AGE 2+)
Next

TURN A WORD
Creative Playthings

2 SEATER CAR (wood)
JMKAC

WASHABLE BRICKS (9) (AGE 1+)
Creative Playthings

WHALE (wood)
Next

WOOD AIRPLANE (AGE 2-6)
Creative Playthings

WOODEN CIRCUS WAGON
Next Gift Shop

WOODEN DOLL CRADLE
Mole Hole

WOODEN HAND WAGON
Schwarz

WOODEN PICK UP TRUCK
Next

WOODEN TELEPHONE
Learning Resource Center

WOODEN TRAIN (6 pcs.)
Schwarz

## APPENDIX E

### MODEL CATALOG CARDS USED IN THE DURHAM COUNTY PUBLIC LIBRARY, DURHAM, NORTH CAROLINA

TOY See-thru music box. (Toy) Creative Playthings, F0242, n.d.

Music box, 14 cm.

1. Musical instruments. I. Music box.

TOY See-thru music box. (Toy) Creative Playthings, F0242, n.d.

Music box, 14 cm.

c.1 Best 3.37 1/75

1. Musical instruments. I. Music box.

## APPENDIX F

### SAMPLE OF SHEET PREPARED FOR EACH TOY AND ENCLOSED WITH TOY LENT (CHICAGO PUBLIC LIBRARY)

ANIMALS

Animal Circus

Ages 2-6

13 plastic pieces: ringmaster, clown, 5 animals with movable limbs, drum, hoop, 2 ladders, trapeze, connecting piece.

SUGGESTIONS FOR PLAY

Identify the animals. What sounds do they make? What do they eat? Would you like one to live in your house?

Play with the animals and the equipment to see what different stunts and tricks the circus can perform. The pictures on the box can give you ideas of how to put the ladders, hoop and trapeze together.

Put on a circus for a group of dolls or other little toys.

SUGGESTIONS FOR RELATED READING

| | |
|---|---|
| GARBUTT | Up goes the big top |
| HARMER | True book of the circus |
| PHELANS | The circus |
| DUBOIS | Bear Circus |

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